

IMPROVING STUDENT’S SPEAKING ABILITY THROUGH QUESTION WORD

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Abstract

(Research in Eleventh Grade at Sman 1 Pamanukan Semester I Academic Year 2021-2022) Research journal of the Faculty of Teacher Training and Education, Subang University, Subang 2021. The purpose of this study was to determine the extent to which students' speaking skills were improved through the Question Word Technique which was applied systematically. directly to the eleventh graders of Sman 1 Pamanukan Subang for the academic year 2021-2022, besides that the purpose of writing this scientific paper is to describe the use of the Question word technique in teaching English, especially to improve students' speaking skills in English. This research is a qualitative method that focuses on in-depth observations so that it can produce a more comprehensive and significant study, after applying the question word technique in the learning process in the eleventh grade of Sman 1 Pamanukan, it can be concluded that students are more active in speak English both when asking questions and when answering questions, so this research can be said to be effective to be applied further in the learning process in the classroom.

INTRODUCTION

English is one of the most studied and used international languages in communicating between countries. Therefore, English must be studied in every country, both developed and developing countries, from junior high school to university. Given the importance of the role of English both for students and the general public, every school or institution is obliged to make English one of the main subjects in each department. Speaking is an activity that has become a routine for everyone, both in Indonesian and in foreign languages, therefore it needs to be improved in speaking so that it is more structured and orderly, especially in speaking English. As according to Tarigan (1981:15), speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors very intensively. Tarigan (1986: 3) further argues that speaking is a person’s ability to pronounce articulation sounds or words that aim to express, and convey that person’s thoughts, ideas, and feelings.

Improved speaking using the question word technique will greatly assist students in increasing the courage to speak in public, increase knowledge and be active in speaking. In addition to helping students to be more confident in public speaking, this technique can also help students gain knowledge and insight in answering questions directly during discussions in the forum room. So that it can improve thinking performance in remembering vocabulary and looking for ideas to be poured during class discussions.

A. Identification of the Problem

English is an international language that everyone should learn nowadays. However, not many students like English lessons, they feel English is difficult to learn, therefore the need for motivation and interesting learning methods are given by the teacher to students so that students are able to easily understand. One of them is to use the question word techniques in the learning process.

1. The Advantages of Using the Question Word Technique.
 - Can be applied to every English learning topic.
 - able to motivate students to be more active & bold in speaking
 - Able to explore students' creativity in thinking and expressing opinions.
2. Disadvantages of Using the Question Word Technique.
 - lack of vocabulary becomes an obstacle to the learning process.

B. Limitation of the Problem

This research focuses on students, in improving speaking ability through question word techniques. and find out how effective question words are in improving speaking ability.

C. Formulation of the Problem

Based on the identification of the problem, the author argues:

1. Is question word effective to improve students speaking ability?
2. How to implement question words to improve students' speaking ability?

D. Purposes of the Study

Based on the formulation of the study, the author tries to :

1. Find out the improvement of students' speaking ability through question word technique.
2. Find out the difference between before and after using the question word technique in the class.

3. Find out how to implement question word techniques to improve students' speaking ability.

E. Benefit of the Study

a) Authors

Learn and develop knowledge about question word techniques in speaking English. Students

b) Students

Have the opportunity to speak English with an appropriate technique.

c) Teachers

As a references

d) School

Trying new techniques in learning,, as well as knowing the comparison with the techniques that have been applied before and after the study.

RESEARCH METHODOLOGY

A. Research Design

The research design that will be taken is action research. which in this study the does author maximizes solutions in solving problems regarding Are question words effective in improving students' speaking ability.?, How is the use of question words in improving students' speaking ability.? and Can the Question word technique improve the quality of students in speaking English?

The main approach in classroom action research is qualitative methods, with qualitative data the authors will find results & provide reports on the learning process during class. regarding improving students' English speaking ability by using the question word technique.

B. Research Method

In this study, the researcher uses qualitative research, as in the opinion of Tohirin (2013:2) qualitative research is research that seeks to build the views of the people studied in detail and formed with words, a holistic picture (thorough and deep) complex. , and according to Afifuddin (2009:57) Qualitative research methods are research methods used to examine the state of natural objects, (the opposite is experimentation) where the researcher as the key instrument, data collection techniques are carried out. Therefore, researchers emphasize being

able to focus on problem solving by applying problem-based learning to increase student motivation and learning outcomes in an integrated manner.

In addition, in this study, the author uses a classroom action research (CAR) model, in which the research implementation process will be carried out in accordance with that proposed by Kemmis and Mc Taggart (1988) (in Trianto, 2011:30), this research is in its planning, Kemmis uses a spiral system of self-reflection that begins with: (1) planning, (2) acting, (3) observing, (4) reflecting, and planning back which is the basis for an activity. problem solving strategies.

According to Kemmis and Mc. Taggart (1988: 6) (in Dadang Iskandar and Narsim, 2015: 1), states that CAR: is a form of self-reflection investigation carried out by researchers in social situations (including education) to improve the rationality and social justice or educational practices, understanding practices, practice situation. It is very rational for researchers to collaborate, although it is often done alone and sometimes with other people. In other words, the teacher can give different treatments with certain learning models until the learning objectives are achieved.

And according to Cohen and Manion (2007: 192) (in Dadang Iskandar and Narsim, 2015: 4), states that CAR: is the main procedure designed according to real problems in the current situation. This means that ideally, the step-by-step process continues to be monitored extra over a period of time and by various mechanisms (questionnaires, diaries, interviews, and case studies) so that subsequent feedback can be translated into modifications, adjustments, directed changes, redefining so that it can bring ongoing benefits to ongoing processes rather than to the future.

Based on the statement above, the writer can conclude that (CAR) or classroom action research is a research process carried out in accordance with real situations or based on current circumstances so that it can achieve its goals in developing and improving, and significantly improving the learning process. As stated by "The PGSM Project Coach Team (1999) (in Trianto, 2011: 18) that the purpose of classroom action research (CAR) is to solve problems, improve conditions, develop and improve the quality of learning". The benefits that can be obtained from the implementation of classroom action research according to Aqib (2009: 19) (in Dadang Iskandar and Narsim, 2015: 14), include (1) learning innovation, (2) curriculum development at the school level, and at the classroom level, and (3) Improving teacher professionalism.

C. Setting of the Research

1. Place of the Research

The research will be conducted at SMAN 1 PAMANUKAN, Subang Jl. Eyang Tirtaraja No.83, postal code. 41254, Pamanukan District. Subang Regency, West Java Province. The strategic location of this school is in the middle of the pantura route, close to the village office and sub-district office so that students can easily reach it from anywhere. Students can use public or private transportation from home to go to school. Although this school is close to the highway, it is estimated that the teaching and learning process will continue to run well because the situation in the school building is strategic and conducive.

2. Time of the Reaserch

This research will be conducted from July to December 2021.

D. Research Subject

The subjects in this study were eleventh graders of Sman 1 Pamanukan who were involved in the teaching and learning process, in “Improving Students' Speaking Ability Through Question Words Techniques”, with this research subjects will be taken from one class, which is estimated to be 35 students.

E. Data Collection and Research Instruments

1. Data collection

According to Suharsimi Arikunto (2002: 96), Data is everything facts and figures that can be used as material to compose a piece of information, while information is the result of data processing used for a purpose. so that based on this statement the author will collaborate with facts and figures as significant information data in the research report process.

The data collection process that will be carried out in this research is in several ways, including:

a) Observation

According to Patton, 1990: 201 (in Poerwandi, 1998: 63), confirms observation: is an essential data collection method in research, especially research with a qualitative approach. From this statement, researchers will use data collection methods carefully in observing and reviewing directly at the research location in order to obtain accurate information.

b) Interview

According to Lexy J Moleong (1991: 135), explains that interviews with specific conversational purposes, in this method researchers and respondents face facing obtain information orally by obtaining objective data that can explain the research problem.

In connection with this statement, the author will conduct direct interviews with several parties concerned in the learning process, both to students and tutor teachers, in order to find out what are the obstacles or benefits as well as solutions to problem-solving in this study.

c) Evaluation Test

According to Riduwan (2006: 37), the test is a series of questions that are used to measure the skills, knowledge, intelligence, abilities, or talents possessed by individuals or groups, the test is used to measure the ability of research subjects in mastering certain subject matter.

As a form of evaluation test in this research will be conducted pretest and posttest which aims to determine the progress or development of students by comparing before and after applying the question word technique in the learning process.

d) Documentation

According to Sugiyono (2011: 329), it is revealed that documentation is: a record of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, such as photos, live images, sketches, and others. Documents in the form of works, for example, works of art, which can be in the form of pictures, sculptures, films, and others. Research results from observations or interviews will be more credible or trustworthy if they are supported by personal histories of childhood, school, work, community, and autobiographical life.

As the material for physical evidence that this research has been carried out, the author will document all activities during the learning process in the form of printed photos.

2. Research Instruments

In this study, the data to be sought is qualitative data contained in student learning outcomes, by giving a test at the end of each lesson to students. therefore the instruments to be used in this research process are as follows:

a) Syllabus

According to Yulaelawati (2004: 123), the syllabus is a set of plans and implementation of learning and assessment arrangements made for a system that contains all components that have a relationship with the aim of mastering basic competencies.

b) Learning Implementation Plan (RPP)

According to Permendikbud 81A of 2013 attachment IV regarding the Implementation of the General Learning Guidelines Curriculum, the first in learning according to process standards is a learning plan that is realized by activities in the preparation of a Learning Implementation Plan. RPP is a lesson plan developed in detail from the subject matter or a particular theme referring to the syllabus.

c) Observation sheet

The observation sheet consists of two kinds of observation sheets for teachers, namely the RPP assessment sheet and the KBM implementation assessment sheet and observation sheets for students, namely the learning motivation assessment sheet.

d) Evaluation Sheet

The evaluation sheet here is used to determine or measure the level of success of students in understanding and mastering the material that has been studied during the learning process, by giving questions that contain subject matter that has been studied previously.

F. Research Procedure

The research methodology above is a description of the steps carried out by carrying out classroom action research (CAR), this research activity was carried out with a procedure according to the cycle flow, and followed the steps proposed by Kemmis & Mc model. Taggart (in Trianto 2011: 36) as follows:

1. Action Planning.

This action research plan includes all detailed action steps, starting from all the needs for implementing CAR, be it teaching materials or materials, teaching plans in the form of teaching methods or techniques, as well as techniques or instruments, observation, and evaluation, all materials, are prepared in detail and completely in this planning stage, based on the identification of problems carried out at the pre-CAR stage so that it can be arranged to test empirically according to the specified action hypothesis. In addition, it is necessary to calculate or anticipate several obstacles that may arise during the implementation stage so that the determined hypothesis will go well in accordance with the planning for the implementation of Car.

The steps for planning the action taken are as follows:

- a) Asking permission from the principal of SMA NEGERI 1 PAMANUKAN.
- b) Observing the learning techniques used by the previous class teacher.

- c) Develop a Learning Implementation Plan (RPP) based on the Education Unit Level curriculum with a Problem Based Learning learning model with 2 cycles and each cycle for two meetings.
- d) Create a Learning Implementation Plan (RPP) consisting of:
 - ❖ Teaching materials.
 - ❖ Learning media.
 - ❖ Student Worksheet (LKPD)
- e) Classroom Action Research Instruments.
 - ❖ Observation sheet.
 - ❖ RPP assessment sheet.
 - ❖ Questions Pretest and Posttest.
 - ❖ Student motivation assessment sheet.

2. Implementation of Action.

This stage is an act of implementing a plan by implementing in the classroom an educational theory and teaching technique that has been prepared in advance. in accordance with the guidance of teachers who direct the steps in the applicable curriculum so that the results are expected to increase effectiveness and collaboration for materials to sharpen reflection and evaluation of researchers in deepening knowledge, experience, and the learning process significantly.

3. Observation of Action.

At the same time, observation is carried out at the time of implementation of the action. this stage contains data collection on the implementation of actions and plans that have been made, as well as the impact on the research process and results, by adjusting the observation instruments that have been developed by researchers. In addition, consideration is also needed in the use of several types of instruments as research measuring instruments to meet the interests of triangulation of data.

4. Reflection Against Action.

This stage is a stage to process the data obtained at the time of observation. In assessing the data to find out the truth, it is necessary to analyze and synthesize it by collaborators in order to help researchers to be sharper in reflecting and evaluating. In this reflection process, the researcher plays a very important role in determining the success of CAR. with the help of experience, knowledge, and theories that are relevant to the class actions that were carried out previously, the researcher makes this a matter of consideration and comparison so that a correct and appropriate conclusion can be drawn.

G. Data Analysis

According to Sugiyono (2013: 147) suggests that the analysis of data: is an activity after data from all respondents or data sources are collected from interviews and observations. After the data is collected, the researcher will process the data and then use it as report material from the findings that have been collected at the time of the study. After all, data is obtained and successfully collected in each cycle, the author will perform data analysis. so that it can determine the theme and formulate hypotheses to be sorted into patterns or categories and basic units of description in research reports. The author manages the data of this study using qualitative data analysis.

According to what has been stated by Sugiyono (2010: 16) that qualitative data: is data in the form of words, not in the form of numbers. Qualitative data in this study were obtained through various methods and data collection techniques such as questionnaires, interviews, field notes, and observation sheets or observations. Qualitative data serves to determine the quality of an object to be studied such as the highest value, the lowest value, and the average value of the class.

Conclusion

This study focuses on students improving speaking ability through question word techniques. And find out how effective question words are in improving speaking ability. Therefore, based on problem identification, the authors conclude that the question word technique can be said to be effective in improving students' speaking ability because apart from being easy to apply during the learning process, students are also motivated to be more active in responding to questions. And asked his friends. However, this research still needs to be refined to increase the effectiveness and use of question words techniques in the learning process, so that it can be more structured and efficient.

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